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Provincial Report

English 33

Grade 12 Diploma Examination

September 1984

Student Evaluation

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PREFACE

This report presents the provincial results of the English 33 Diploma Examination administered on June 14 (Part A) and June 25 (Part B) 1984. During this administration, the English 33 Diploma Examination was written by 6074 students. In addition to the examination results, this report provides information about the examination development process and the examination itself.

ACKNOWLEDGMENTS

This administration of the English 33 Diploma Examination was successful due to the concerted effort of all involved. Success would have been impossible without substantial contributions from many people, particularly the administrators, teachers, and students, who extended their full co-operation.

The technical expertise and advice received from the Examination Review Committee regarding design and development have been particularly valuable in the implementation of this diploma examination. This Committee has representation from:

The Alberta Teachers' Association
The Conference of Alberta School Superintendents
The Universities' Co-ordinating Council
The Public Colleges of Alberta
Alberta Education

The contribution made by this group is gratefully acknowledged.

Lloyd E. Symyrozum
Director
Student Evaluation Branch

CHAPTER 1
THE GRADE 12 DIPLOMA EXAMINATIONS PROGRAM

Introduction

The Grade 12 Diploma Examinations Program, which is an integral part of the high school diploma requirements, is intended to develop and maintain excellence in educational standards through certification of academic achievement. The program consists of course-specific examinations that are based on the prescribed *Program of Studies for Senior High Schools* for the following Grade 12 courses: English 30, English 33, Social Studies 30, Mathematics 30, Biology 30, Chemistry 30, and Physics 30.

All Grade 12 students in Alberta are now required to write at least ONE diploma examination in order to receive a high school diploma.

Alberta Education issues two distinct high school diplomas: the General High School Diploma and the Advanced High School Diploma.

General High School Diploma

To earn a General High School Diploma, a student must obtain course credit in either English 30 or English 33, and obtain 100 credits distributed over courses as specified in the *Junior-Senior High School Handbook*. Some students who are working toward the general diploma may wish to obtain credits in other diploma examination courses (i.e., Social Studies 30, Mathematics 30, Biology 30, Chemistry 30, and Physics 30). To obtain credits in these courses, a student must also write the appropriate diploma examination regardless of which type of diploma he wishes to receive.

Advanced High School Diploma

The Advanced High School Diploma represents achievement in an academic program that includes language arts (English), social studies, mathematics, and science. To earn an Advanced High School Diploma, a student must satisfy the current course and credit requirements for a General High School Diploma and obtain course credit in English 30, Social Studies 30, Mathematics 30, and ONE of Biology 30, Chemistry 30, or Physics 30.

Awarding of Course Credits

To obtain credit in any Grade 12 (30-level) course, a student must earn a final mark of 50% or better. To obtain credit in a Grade 12 (30-level) diploma examination course, a student must write the appropriate diploma examination and attain a final blended mark of 50% or better. The "final blended mark" is made up of 50% of the mark awarded by the school and 50% of the diploma examination mark. For example, a student taking English 33 might

have a mark of 45% from his school and a mark of 57% on the diploma examination. This student's final mark is the average of the two marks, or 51%. He has therefore earned credits in English 33 because his final mark is over 50%.

Transitional Provisions

Alberta Education recognizes all course credits earned prior to September 1, 1983, for the purpose of awarding the General High School Diploma.

Students who have completed partial requirements for the Advanced High School Diploma prior to September 1, 1983, and who are enrolled in Grade 12 courses, may apply any of the previously completed required diploma examination subjects toward a diploma provided that they have earned a final course mark of 50% or better in each subject.

Award of Excellence

When a candidate for an Advanced High School Diploma obtains a final average of 80% or higher on the four required diploma examination courses with not less than 65% in any one of these four required courses, he receives an Award of Excellence. This Award of Excellence is noted on the student's Advanced High School Diploma.

When a student writes two or three of the diploma examinations in the sciences (i.e., Biology 30, Chemistry 30, and Physics 30), the highest of these final course marks is used for diploma purposes and in the calculation of the average for the Award of Excellence.

CHAPTER 2

EXAMINATION DESIGN, DEVELOPMENT, AND DESCRIPTION

Examination Design and Development

There were four stages in the development of the English 33 Diploma Examination: preparation of curriculum and examination specifications, examination design, development and field-testing of questions, and selection of questions for the final examination.

The Curriculum Branch of Alberta Education prepared curriculum specifications that identify the major content areas, the specific objectives within each area, and the emphasis each is to receive in the classroom. The curriculum specifications were distributed to all school jurisdictions in the province in the publication *Diploma Examinations: Curriculum Specifications for English 33* (July 1983). The Student Evaluation Branch of Alberta Education selected, from the prepared curriculum specifications, a set of diploma examination specifications that formed the basis of evaluation given the limitations of a paper-and-pencil examination design. These diploma examination specifications constitute Section C of the *Curriculum Specifications for English 33*.

The examination design, complete with blueprints, scoring guides, and sample questions, was distributed to all school jurisdictions in the province in the Student Evaluation Branch publication *Grade 12 Diploma Examinations Program: English 33* (SEB Bulletin Volume 3, Number 2, September 1983).

Under the supervision of the Student Evaluation Branch, examination questions were developed by English 33 teachers from all parts of the province. These questions were then field-tested and subsequently revised. Questions were designed to reflect the reading, writing, and viewing objectives outlined in the diploma examination specifications.

The final examination was constructed from those questions that best reflected curricular intent and examination design. It was reviewed by a committee of classroom teachers who estimated difficulty levels for each question and suggested revisions. The target mean for the English 33 Diploma Examination was set at 65%. The final draft was approved by an Examination Review Committee consisting of representatives from several stakeholder groups (two Grade 12 English teachers representing The Alberta Teachers' Association; one member each from the Conference of Alberta School Superintendents; the Universities Co-ordinating Council; and the Council of Presidents, Public Colleges of Alberta) and representatives from the Curriculum Branch, the Student Evaluation Branch, and the Regional Offices of Alberta Education. The Examination Review Committee checked the draft for content validity, accuracy, and technical merit. Changes were made to the examination as recommended by the committee.

Examination Description

The English 33 Diploma Examination consisted of two parts: Part A: Written Response, worth 50% of the total diploma examination score, and Part B: Reading (Multiple Choice), also worth 50% of the total score.

Part A: Written Response

Part A: Written Response consisted of three sections. Section I: Personal Response to Literature required the student to read a short selection that served as a stimulus for a personal or reflective response. It was worth 50% of the mark awarded for Part A: Written Response, or 25% of the total mark for the English 33 Diploma Examination. Section II: Functional Writing required the student to write a letter of application for a full-time job and to convince a prospective employer to grant an interview. This section was worth 30% of the mark awarded for Part A, or 15% of the total mark for the examination. Section III: Critical Response to Visual Communication required the student to answer three questions about a cartoon. The student's answers were required to be in paragraph form. This section was worth 20% of the mark awarded for Part A, or 10% of the total mark for the examination.

Students were allowed to use a dictionary and a thesaurus. In sections I and II, suggestions for writing were given and space was provided for planning activities and for rough work. Students were allotted two and one-half hours to write Part A: Written Response.

Reporting Categories for Part A: Written Response

To provide meaningful information about student writing, it is necessary to examine students' responses in terms of writing components or factors that can be used as reporting categories. Factors evaluated in Section I: Personal Response to Literature were: Thought and Detail - the content present in the student's writing, i.e., the concepts and ideas presented and specific detail selected to support these ideas; Organization - the coherent development of a unified theme or thesis through an appropriate method of organization; Matters of Choice - the style of writing used by the student, choices of words and syntactic structures used to give emphasis and effectiveness to writing; and Matters of Convention - the mechanics of writing, i.e., proper spelling, punctuation, and grammar. Factors evaluated in Section II: Functional Writing were Thought and Detail, Matters of Choice, and Matters of Convention. Those evaluated in Section III: Critical Response to Visual Communication were Thought and Detail and Matters of Convention. The design of Part A: Written Response is given in Table 1 on page 5.

Table 1
English 33 Diploma Examination Blueprint
Part A: Written Response

TEST SECTION	REPORTING CATEGORY (Scoring Guide)	CROSS-REFERENCE TO ENGLISH 33 STATEMENT OF CONTENT**	DESCRIPTION OF WRITING ASSIGNMENT(S)	PROPORTION OF TOTAL MARK BY REPORTING CATEGORY	PROPORTION OF TOTAL MARK BY TEST SECTION
PERSONAL RESPONSE TO LITERATURE	THOUGHT AND DETAIL* The student should be able to present meaningful ideas and support these ideas with specific detail.	Concepts 1,3,4,6, 7,8,9,12	The student should be able to develop a unified theme or thesis through an appropriate method of organization.	10%	
	ORGANIZATION The student should be able to use words and syntactic structures correctly and effectively.	Concepts 2,3,4	The writing assignment requires the student to read a short literary selection that serves as a stimulus for a personal or reflective response.	5%	
MATTERS OF CHOICE The student should be able to communicate clearly by adhering to conventions that are appropriate to written expression.	Concept 3	The writing assignment requires the student to read a short literary selection that serves as a stimulus for a personal or reflective response.	5%	25%	
FUNCTIONAL WRITING The student should be able to identify his audience and purpose for writing and select appropriate details in terms of audience and purpose.	Concepts 1,3,4,5	The writing assignment is functional in nature (a nomination for a citizenship award) and requires the student to write within a given situation or context.	10%	15%	
MATTERS OF CHOICE, MATTERS OF CONVENTION The student should be able to communicate clearly, effectively, and correctly in writing.	Concepts 2,3,4,5	The writing assignment requires the student to read a short literary selection that serves as a stimulus for a personal or reflective response.	5%	10%	
CRITICAL RESPONSE TO VISUAL COMMUNI- CATION The student should be able to understand and evaluate the form and content of visual communication and demonstrate this understanding in writing.	Concepts 1,3,4,5,13, 14,16,17	Writing assignments are connected to a cartoon, and require the student to write about main ideas, techniques of communication, and personal reactions.	5%	10%	
MATTERS OF CONVENTION The student should be able to communicate clearly and correctly in writing.	Concepts 2,3,4,		5%	5%	
PROPORTION OF TOTAL MARK			50%	50%	

*Many of the reading concepts present in the English 33 Statement of Content are dealt with in the reporting category headed THOUGHT AND DETAIL in the test section PERSONAL RESPONSE TO LITERATURE. The student has the opportunity, while writing Part A: Written Response, to construct his own response to literature and deal with concepts also tested in Part B: Reading (Multiple Choice).

**Program of Studies for Senior High Schools, p. 152(i)-152(v) and the Senior High School Language Arts 1982 Curriculum Guide, pp. 12-20

Part B: Reading (Multiple Choice)

Part B: Reading (Multiple Choice) consisted of 65 questions based on 8 reading selections or sets of information.* Information about the numbers and types of stimuli in Part B is presented in Table 2.

Table 2

Distribution of Passage or Stimulus Type

Passage or Stimulus Type	Number of Passages or Sets of Information	Number of Questions
Modern Drama	1	13
Fiction	2	14
Non-fiction	1	11
Poetry	2	14
Information Sets	2	13
Total	8	65

Students were allotted two hours to write Part B. They were not allowed to use a dictionary or a thesaurus.

Reporting Categories for Part B: Reading (Multiple Choice)

Questions were grouped into four reporting categories or subtests: Meanings (23 questions), Relationships of Form and Content (12 questions), Human Experience and Values (17 questions) and Life Skills (13 questions). Each reporting category required a minimum of six items to achieve statistical reliability. Table 3 on page 7 shows which items made up each of the reporting categories. In addition, Table 3 gives the proportion of the total examination mark assigned to each reporting category or subtest.

Cognitive Levels for Part B: Reading (Multiple Choice)

A further design consideration affecting the development of Part B was cognitive level. Questions were classified according to three cognitive levels: Literal Understanding (14 questions), Inference and Application (43 questions), and Evaluation (8 questions). By considering cognitive level when developing an examination, the Student Evaluation Branch attempts to ensure that a variety of mental activities will be used by students as they write the examination. Questions listed under Literal Understanding are expected to be answered using skills of recognition and recall; those listed under Inference and Application are expected to elicit skills of analysis, interpretation, synthesis, and application of knowledge; and questions listed under Evaluation are expected to draw forth judgmental skills.

Table 3 shows how many questions from each reporting category have been placed within each cognitive level. In addition, Table 3 gives the proportion of the total examination mark assigned to each cognitive level.

*Sets of information included an announcement and a letter written in response to it, and information associated with moving to a new town.

Table 3
English 33 Diploma Examination Blueprint
Part B: Reading (Multiple Choice)

REPORTING CATEGORY	CROSS-REFERENCE TO ENGLISH 33 STATEMENT OF CONTENT**	COGNITIVE LEVEL			PROPORTION OF TOTAL MARK***
		LITERAL UNDERSTANDING	INFERENCE AND APPLICATION	EVALUATION	
1. <u>MEANINGS</u>	The student should be able to distinguish between major and minor events and ideas and to understand and interpret subject, purpose, theme, thesis, and supporting details of selections.*	Concepts 6,7,8,10,12,13,16	32, 40, 41, 42, 44, 47, 62 (7 questions)	2, 4, 14, 15, 16, 24, 25, 35, 45, 46, 48, 49, 64 (13 questions)	6, 37, 61 (3 questions) (23 questions)
2. <u>RELATIONSHIPS OF FORM AND CONTENT</u>	The student should be able to understand and interpret the organization used, point of view, mood, and tone of literary and non-literary materials. The student should be able to evaluate how the impact of a work is affected by its organization, point of view, mood, and tone.	Concepts 6,8,10,13,14,16,17	22, 23 (2 questions)	3, 5, 21, 38, 43, 50, 59, 60, 63 (9 questions)	19 (1 question) (12 questions)
3. <u>HUMAN EXPERIENCE AND VALUES</u>	The student should be able to understand and interpret a character's relationships, personality traits, and motivation. Through literature, the student should be able to understand and interpret human experience and values.	Concepts 6,7,8,9,13,14,16,17	(1 question)	7, 13, 17, 18, 20, 26, 27, 29, 30, 31, 33, 36, 39, 65 (14 questions)	28, 34 (2 questions) (17 questions)
4. <u>LIFE SKILLS</u>	The student should be able to find and organize information for a specified purpose. The student should be able to evaluate information in terms of his purpose.	Concepts 6,7,11,12,13,16	11, 51, 52, 56 (4 questions)	9, 10, 12, 54, 55, 57, 58 (7 questions)	8, 53 (2 questions) (13 questions)
PROPORTION OF TOTAL MARK***		11% (14 questions)	33% (43 questions)	6% (8 questions)	50% (65 questions)

*The examination presents a variety of selections from fiction, non-fiction (literary and functional), poetry, and modern drama.

**Program of Studies for Senior High Schools, p. 152(ii)-152(iii), and Senior High School Language Arts 1982 Curriculum Guide, pp. 13-16

***Part A: Written Response and Part B: Reading (Multiple Choice) each contributed 50% to the total examination mark.

CHAPTER 3

ADMINISTRATION OF THE EXAMINATION

In May 1984, the Student Records and Computer Services Branch of Alberta Education received the registration checklists from principals of all high schools in Alberta with students registered in Grade 12. Principals were asked to verify the registration of students in diploma examination courses within their schools and to indicate any changes in registration that might have occurred. These verified lists allowed Alberta Education, through the Student Evaluation Branch, to estimate numbers of examinations required for each diploma examination course for each school, and to prepare answer sheets and scoring sheets with specific student and school identification information.

Also in May 1984, each superintendent and high school principal was sent a copy of the document *Guidelines and Procedures for Administering the Grade 12 Diploma Examinations: June 1984 Administration*. This document included an explanation of the duties and responsibilities of the various parties involved in administering the examinations (the school jurisdiction, the school principal or Chief Presiding Examiner, and the teacher or Presiding Examiner.) In addition, information about security of the examinations, confidentiality of students' answers, exceptional cases, and examination rules was included.

After the examinations had been printed, they were placed in school packages by subject according to the registration checklist that had been verified by the principal. Each school was sent an extra number of examinations -- approximately 10% more than the list indicated.* This provided for changes in registration and for mature students.

A package of the diploma examinations was also prepared for each Chief Presiding Examiner (high school principal). In addition, information kits for the Chief Presiding Examiners (one per school) and the Presiding Examiners (approximately one for every 30 students in the school) were prepared. These information kits contained specific instructions necessary to ensure reliable administration of the examinations. All of this material was sent to the central office of each school jurisdiction in Alberta in early June 1984 for dissemination to schools.

*All high schools with students registered in Grade 12 received a minimum of three extra copies of each diploma examination to be kept on file in the school as information for teachers and students.

School jurisdictions were responsible for delivering examination materials to schools before the administration dates. School jurisdictions were also responsible for keeping the examinations secure prior to administration and for supervising the collection of examination materials from schools after administration.*

Examinations were returned to Alberta Education in the following manner: School jurisdictions in zones 1, 4, 5, and 6 returned materials as directed by their Regional Offices of Education; jurisdictions in zones 2 and 3 returned materials directly to the Student Evaluation Branch receiving area at the Legislature Annex, 9718 - 107 Street, Edmonton. At the Legislature Annex, the examinations from each school were checked against the school's List of Candidates and prepared for marking.

*Grade 12 diploma examinations written by students enrolled in category I private schools were administered by Regional Office of Education personnel.

CHAPTER 4

SCORING OF PART A: WRITTEN RESPONSE

Organization of Markers

A marking centre was established in Edmonton at the Legislature Annex. Seventy teachers from across the province of Alberta spent approximately one week (July 4 to July 12, 1984) marking Part A: Written Response. To qualify as a marker, each teacher was required to be currently teaching English 33, to have a valid permanent Alberta teaching certificate, and to have taught English 33 for at least two years.

The 70 markers were divided into 14 groups to facilitate the administration of scoring. Each group was headed by a group leader who was responsible for helping to train the group of markers and to conduct reliability reviews (see page 12). The 14 group leaders met at the marking centre for an initial meeting with Student Evaluation Branch personnel on Tuesday, July 3, 1984 to review the scoring guides that had been prepared (see pages 29 to 35) and to read, discuss, and reach a consensus about the quality of papers selected for training purposes.

Training

On Wednesday, July 4, the 70 markers met at the Legislature Annex. Most of this first day was used for training the markers. The training began with an overall review of a marker's manual, a copy of which had been provided for each of the markers. The criterion-referenced scoring scales for sections I and II of Part A: Written Response and the key to Section III were presented to the markers. Markers then regrouped into their 14 small groups to read and discuss papers that had been selected for training purposes.

Marking

The remainder of the scoring time was used for independent evaluation of student papers. In addition, volunteers remained for evening scoring sessions on Monday, July 9, and Tuesday, July 10. Volunteers also remained for a "clean-up" session on Friday, July 13, 1984.

Before papers were made available to the markers, student identification information was removed, and the papers were randomly sorted into bundles of eight. Bundles were grouped into seven batches of approximately 800 papers each. The scoring and processing of the papers in each batch was completed before a new batch was started. The purpose of the batch system is to allow for papers receiving discrepant scores to be located, processed, and rescored during the scoring session.

Even though all student identification information had been removed from each paper, markers were instructed to refer to their group leader any paper that they suspected was written by one of their own students.

All papers were scored independently three times. Markers took a bundle of papers from a table labelled "Unmarked Papers" and checked the back cover of each paper in the bundle to make certain they had not yet scored any of the papers. (Each marker had previously been assigned a number that was entered on the back cover of each of the papers as scored.) Markers returned to their groups and independently scored each of the papers in the bundle by applying the criterion-referenced scales and the key shown in Appendix A. Markers assigned a score of 0 (Insufficient) to 5 (Proficient) on each scale applied to sections I and II of the paper. They then assigned appropriate scores for content to the three questions in Section III and assigned a score for Matters of Convention for all three questions in Section III taken together. Markers entered all of this information on a machine-scorable sheet (see Appendix B, page 37), wrote their own marker number on the back cover of each paper, and returned the bundle of papers to another table labelled "Marked Papers." They then repeated this process.

Reliability Reviews

Reliability of results was of prime concern during the marking sessions. Because of this, reliability review sessions were conducted regularly -- at 10:00 a.m. and at 2:00 p.m. July 4 to July 9, and at 10:00 a.m. July 10 and July 11. Group membership changed during alternate reliability review sessions. At these sessions, all markers were given identical papers to read and to evaluate independently. The group leaders recorded these initial scores. Each group then discussed the two papers scale by scale, with the discrepant or divergent markers on a particular scale speaking first. Group members were then given the opportunity to alter their scores, and these altered post-discussion scores were also recorded by the group leader. At the end of the reliability review, group leaders forwarded both sets of scores to Student Evaluation Branch personnel, who then tallied all scores and posted the pre- and post-discussion distribution of scores for that session. This information provided useful feedback for monitoring the application of the scoring guides by the markers.

As a further check on reliability, markers were given individual performance reports (see Appendix C, page 39). These performance reports gave information on numbers of papers scored by an individual and the percentage of these papers requiring rescoreing because of discrepancy. The reports also informed individual markers of the percentage of scores on each of the scale points (0 to 5) they were assigning for each scale. In addition, markers were shown the frequency and direction of each discrepancy on each scale. Using the performance reports, each marker could compare his own performance with that of the group of 70 markers as a whole.

Scale-by-Scale Assignment of Final Mark

Once the papers from a batch had received three readings, their scoring sheets (see Appendix B, page 37) were scanned by computer. The computer was programmed to assign the median score for each scale as the final score. If, for example, the first marker had awarded a particular paper a 3 for Thought and Detail on Section I, the second marker a 2, and the third a 4, the computer would have assigned that paper the median score of 3 for that particular scale. In this case, the scores given by the second and third

markers (2 and 4) would have been considered divergent, since they each differed from the median score by one scale point. If, on the other hand, the first marker had awarded a 4, the second a 4, and the third a 2, the computer would have assigned the median score of 4 for the scale. In this second case, the scores given by the first two markers would have been in agreement (both 4's), but the score given by the third marker (2) would have been considered discrepant, since it differed from the median score by more than one scale point.

Handling of Discrepant Papers

Discrepancy on one scale alone was not enough to require a fourth reading for any paper. If, however, a number of scales on a particular paper were discrepantly scored by the first three markers, that paper was considered to be discrepant and was given a fourth reading. Scores assigned during the fourth reading had to fall within the range of scores that had been established by the first three markers. If, for example, the first marker had awarded the paper a 1 on a particular scale, the second marker a 3, and the third marker a 3, the fourth marker could award the paper a 1, a 2, or a 3 on this same scale. The fourth marker could not go outside the set range of scores to assign the paper a 0, a 4, or a 5 on that scale.

CHAPTER 5

RESULTS AND OBSERVATIONS

Total Examination Results

The results of the English 33 Diploma Examination are summarized in Table 4. The average mark for all students for the total examination was 63.7%. Students achieved an average of 31.7 marks out of 50 on Part A: Written Response, and an average of 32.0 marks out of 50 on Part B: Reading (Multiple Choice).

Table 4

Total Examination Results

	Mean	Standard Deviation*
Total Examination	63.7%	10.9%
Part A: Written Response	31.7/50	5.9
Part B: Reading (Multiple Choice)	32.0/50	6.6

N = 6074

Standard test statistics indicate that the multiple-choice section has a satisfactory level of reliability for a test measuring a broad range of concepts and skills. The KR-20** coefficient for the multiple-choice portion of the examination was 0.833.

*Standard Deviation is a measure of the variation in the distribution of scores. In a normal distribution, 68% of the scores will fall within one standard deviation of the mean.

**The KR-20 coefficient is a measure of internal consistency ranging from 0 to 1.

Standard-Setting

Every effort was made to design an English 33 diploma examination that would be a valid and reliable measure of what students can be expected to know as a result of instruction in this course. A specific standard or level of expectation inherent in the examination was established through careful test development procedures.

To ensure that each form of examination administered in 1984 would be parallel, the Student Evaluation Branch adopted a process of standard-setting that involved classroom teachers in making judgments about the difficulty of the examination.

Twenty of the markers, representing the various zones of the province, reviewed the difficulty level of each question in terms of a borderline passing student (who merits 50%). After these teachers gave their initial judgments on question difficulty, they were given information about the actual distribution of students' examination marks. They were then given the opportunity to modify their judgments. Following a more general procedure, the standard setters also suggested achievement levels for the borderline B and borderline A students (who merit 65% and 80% respectively).

For English 33, teachers suggested that a slightly smaller number of students should receive A's and F's than in the actual distribution, and that a slightly larger number should receive C's and B's. However, teachers' suggestions were so close to the actual distribution of marks in English 33 that it was decided to accept the actual distribution as the standard.

Relationship Between Examination Marks and School-Awarded Marks

The averages for school-awarded marks, examination marks, and final blended marks were 58.0%, 63.7%, and 61.8% respectively. The percentages of students receiving A's, B's, C's, and F's are given in Table 5.

Table 5
Percentage Distribution of A's, B's, C's, and F's

Letter Grade	School-Awarded Mark	Examination Mark	Final Blended Mark*
A (80-100%)	2.4	5.8	2.1
B (65-79%)	27.4	43.9	36.1
C (50-64%)	53.1	40.2	55.8
F (0-49%)	17.1	10.1	6.0

*These final blended marks include the marks of students who did not receive BOTH a school-awarded mark and an examination mark for various reasons (see pages 1 and 2). Also, there are fewer F's in this distribution because of regression toward the mean. (For example, the students who received F as a school-awarded mark were not necessarily the same students who received F as an examination mark.)

The correlation between examination marks and school-awarded marks was 0.409, indicating that a relatively weak relationship exists between these two types of marks. It is reasonable, however, to expect differences between these two marks at the individual student level because the examination mark is limited to reflecting achievement only in those objectives in English 33 that can be examined by a paper-and-pencil test, while the school-awarded mark reflects achievement in listening, speaking, viewing, and all other course objectives. The school-awarded mark also reflects work completed by the student.

Results for Part A: Written Response

The results for Part A: Written Response are given in tables 6, 7, and 8. The three tables examine, in turn, the three different sections of Part A.

Section I: Personal Response to Literature

Table 6

Percentage Distribution of Scores on Section I

Score (Scale Points)	Reporting Category			
	Thought and Detail	Organization	Matters of Choice	Matters of Convention
5 (Proficient)	1.7	1.8	2.6	3.5
4 (Capable)	22.6	24.7	23.8	32.7
3 (Adequate)	58.5	63.2	59.2	45.2
2 (Limited)	14.9	8.6	12.0	14.8
1 (Poor)	1.7	1.0	1.8	3.1
0 (Insufficient)	0.7	0.7	0.7	0.7

N = 6074

Observations regarding the results for Section I: Personal Response to Literature are as follows: For Thought and Detail, 82.8% of the students scored at an Adequate level or better (received scores of 3, 4, or 5), and 16.6% of the students scored Limited or Poor (received scores of 2 or 1). For Organization, 89.7% of the students scored Adequate or better, and 9.6% scored Limited or Poor. For Matters of Choice, 85.6% of the students scored Adequate or better, and 13.8% scored Limited or Poor. For Matters of Convention, 81.4% of the students scored Adequate or better, and 17.9% scored Limited or Poor. Only 0.7% of the students did not attempt Section I, or produced compositions that were considered to be insufficient for marking purposes or were off-topic.

Section II: Functional Writing

Table 7

Percentage Distribution of Scores on Section II

Score (Scale Points)	Reporting Category		
	Thought and Detail	Matters of Choice	Matters of Convention
5 (Proficient)	1.7	1.4	3.9
4 (Capable)	23.6	20.3	33.9
3 (Adequate)	52.2	63.6	46.0
2 (Limited)	21.1	13.0	13.6
1 (Poor)	1.0	1.1	2.1
0 (Insufficient)	0.5	0.5	0.5

N = 6074

Observations about the results for Section II are as follows: For Thought and Detail, 77.5% of the students scored at an Adequate level or better (received scores of 3, 4, or 5), and 22.1% of the students scored Limited or Poor (received scores of 2 or 1). For Matters of Choice, 85.3% of the students scored Adequate or better, and 14.1% scored Limited or Poor. For Matters of Convention, 83.8% of the students scored Adequate or better, and 15.7% scored Limited or Poor. Only 0.5% of the students did not attempt Section II, or produced compositions that were considered to be insufficient for marking purposes or were off-topic.

Section III: Critical Response to Visual Communication

Table 8

Percentage Distribution of Scores on Section III

Score*	Reporting Category				
	Thought and Detail			Writing Skills	
	Question #1	Question #2	Question #3	Score (Scale Points)	Matters of Convention
				5 (Proficient)	2.8
4	31.5			4 (Capable)	30.6
3	21.4	25.2	51.0	3 (Adequate)	50.9
2	36.7	43.6	29.7	2 (Limited)	12.2
1	7.1	15.5	13.2	1 (Poor)	2.5
0	3.3	15.7	6.1	0 (Insufficient)	1.0

N = 6074

*Maximum score for question #1 was 4; maximum score for questions #2 and #3 was 3.

Observations about the results for Section III are as follows: For Thought and Detail in question #1, 31.5% of the students scored full marks (4 out of 4), 21.4% scored 3 marks, 36.7% scored 2 marks, 7.1% scored 1 mark, and 3.3% of the students received no marks. For Thought and Detail in question #2, 25.2% of the students scored full marks (3 out of 3), 43.6% scored 2 marks, 15.5% scored 1 mark, and 15.7% of the students received no marks. For Thought and Detail in question #3, 51.0% of the students scored full marks (3 out of 3), 29.7% scored 2 marks, 13.2% scored 1 mark, and 6.1% of the students received no marks. For Writing Skills (Matters of Convention) in Section III, 84.3% of the students scored Adequate or better (received scores of 3, 4, or 5), 14.7% of the students scored Limited or Poor (received scores of 2 or 1), and 1.0% of the students produced writing considered to be insufficient for marking purposes.

Results for Part B: Reading (Multiple Choice)

The results for Part B: Reading (Multiple Choice) by reporting category are presented in Table 9. It is important to note that one question (#48) from the first reporting category, Meanings, was deleted from Part B. This meant that the 50% of the total mark for the English 33 Diploma Examination assigned to Part B was calculated from a possible maximum raw score of 64. Discussion of question 48, and of other selected questions, follows later in this report.

Table 9

Results for Part B: Reading (Multiple Choice) (Raw Scores)

Reporting Category	Mean	Standard Deviation
1. Meanings (22 questions)	13.2	3.5
2. Relationships of Form and Content (12 questions)	7.6	2.1
3. Human Experience and Values (17 questions)	10.0	2.9
4. Life Skills (13 questions)	9.7	1.8

N = 6074

For Meanings, all students scored an average of 13.2 questions correct out of a possible total of 22. For Relationships of Form and Content, students averaged 7.6 questions correct out of a possible total of 12. For Human Experience and Values, students averaged 10.0 questions out of 17, and for Life Skills, students averaged 9.7 questions out of 13.

Although performance in the different reporting categories shows some variation, these scores are not directly comparable. The sets of questions that make up each reporting category were not selected to be equal in average level of difficulty, therefore differences may be due to variations in question difficulty rather than in student performance. In combination with jurisdiction results, however, the means for each reporting category can be used to detect patterns of relative strength or weakness in achievement.

Question response frequencies for all 65 questions appearing on Part B: Reading (Multiple Choice) are presented in Table 10.

Table 10

Question Response Frequencies

Question Number Key	Distribution of Responses in %				Question Number	Key	Distribution of Responses in %			
	A	B	C	D			A	B	C	D
1 D	3	1	1	95	34	B	8	80	4	8
2 B	1	88	9	2	35	D	14	26	6	54
3 C	7	25	56	13	36	C	6	18	72	4
4 A	88	3	5	3	37	C	10	8	61	21
5 B	20	60	7	13	38	D	16	10	8	66
6 B	12	35	28	24	39	D	31	10	8	51
7 C	8	36	53	3	40	A	92	1	5	2
8 D	21	6	11	62	41	B	21	58	8	13
9 A	77	17	5	1	42	C	9	12	56	23
10 D	7	4	5	84	43	D	23	9	9	59
11 D	56	6	10	27	44	A	72	10	7	11
12 B	3	80	8	9	45	D	18	11	31	40
13 A	49	32	3	16	46	B	6	31	35	28
14 A	57	4	10	29	47	A	52	5	24	19
15 B	33	57	4	6	48*	B	21	53	17	9
16 D	5	11	24	60	49	D	2	2	5	91
17 B	13	50	27	10	50	B	11	34	32	23
18 C	10	36	51	3	51	A	95	2	1	2
19 C	3	19	64	14	52	D	6	3	3	88
20 B	4	70	18	8	53	C	12	27	60	1
21 A	55	7	18	20	54	C	12	31	54	3
22 C	5	5	85	4	55	A	78	14	2	6
23 B	4	86	5	5	56	A	95	2	1	2
24 C	17	3	57	22	57	A	81	1	5	13
25 D	9	17	17	57	58	C	2	4	88	6
26 C	5	3	88	4	59	B	16	64	10	10
27 A	58	4	35	3	60	A	62	10	19	9
28 C	14	16	61	9	61	B	6	72	17	5
29 C	18	12	47	23	62	A	76	6	10	8
30 D	18	23	4	55	63	C	8	5	75	12
31 C	37	22	30	11	64	C	9	16	55	20
32 D	20	20	8	52	65	B	21	52	17	10
33 A	39	21	32	8						

N = 6074

*Question 48 was deleted from the examination. This meant that the 50% of the total examination mark contributed by Part B: Reading (Multiple Choice) was calculated out of a possible raw score of 64. The question response frequencies for question 48 are based on an early sample (N = 2712).

Discussion of Selected Questions

Question 5 pertains to an excerpt from *The Loved and the Lost* by Morley Callaghan. It appears on the examination as follows:

5. The writer makes his description effective through the use of
 - A. extensive dialogue
 - B. precise action words
 - C. repetition of key phrases
 - D. several appropriate examples

Table 10 shows that 20% of the students chose alternative A; 60% chose alternative B, which is the keyed answer; 7% chose alternative C; and 13% chose alternative D. This particular question was of average difficulty.

Question 6, also pertaining to Callaghan's *The Loved and the Lost*, was considerably more difficult. It appeared as follows:

6. The MAIN subject of the excerpt is the
 - A. conduct of hockey players
 - B. violence of hockey spectators
 - C. incompetence of hockey officials
 - D. excitement of major-league hockey

Twelve per cent of the students chose alternative A; and 35% chose alternative B, which is the keyed answer. Twenty-eight per cent chose alternative C, and 25% chose alternative D. This particular question was intended to elicit evaluation skills and was constructed to be a "best answer" rather than a "correct answer" type. Therefore all of the alternatives in question 6 are to some degree correct; all of these aspects of hockey are dealt with in the excerpt. However, the MAIN focus of the excerpt is on hockey spectators rather than on hockey players or officials, or on the game of hockey itself. For this reason question 6 was retained in spite of its difficulty.

Question 9 pertained to a school principal's announcement and the draft of a letter written in response to it. This particular question asked the student to choose the most appropriate revision for a phrase in the draft of the letter, and was relatively easy:

9. In revising paragraph W to make the language more suitable for the audience, the students should consider changing the phrase "real good" to
 - A. important
 - B. admirable
 - C. super effective
 - D. totally awesome

Seventy-seven per cent of the students chose alternative A, which is the keyed answer; 17% chose alternative B; 5% chose alternative C; and 1% chose alternative D.

Question 11, also pertaining to the announcement and draft, proved to be extremely difficult. It required students to re-read the text of the draft letter before answering:

11. When revising the letter, the students should re-order the five suggestions so that the suggestion in the number 1 position is

- A. "cafeteria to close on five-minute notice if mess develops"
- B. "raise prices and use revenue to hire extra cleaning staff"
- C. "all teachers to eat with students and to supervise"
- D. "student supervision"

Fifty-seven per cent of the students chose alternative A; 6% chose alternative B; 10% chose alternative C; and 27% chose alternative D, which is the keyed answer. The text of the draft letter states that the suggestions are arranged "from the one we [the students] like the least to the one we like best." The text also states that the student authors of the letter hope that their principal "will agree that the idea about closing the cafeteria is the best, and that having students supervise is the worst." Clearly the suggestion that should be in the number 1 position when the letter is revised is alternative D -- "student supervision."

Question 19 pertained to a poem by George Draper entitled "Rink Keeper's Sestina." This question was of average difficulty and appeared as follows:

19. The poet links his ideas MAINLY by using

- A. rhythm
- B. flashbacks
- C. repeated key words
- D. rhetorical questions

Three per cent of the students chose alternative A; 19% chose alternative B; 64% chose alternative C, which is the keyed answer; and 14% chose alternative D. The poem to which this particular question pertains is a sestina, containing six stanzas of six lines each and a final triplet. The final words of each line, key words in the development of the content of the poem, are repeated, although in different order, in each stanza. Even in the final triplet, these six words are repeated -- three at the ends of the lines and one each in the middle of the three lines. In this way, "Esposito" is linked with "slapshots," "pleasure" is linked with "hockey," "fury" is linked with "Hockey," and alternative C is indicated as the best answer to question 19.

Question 33 pertained to an excerpt from *A Letter to my Son*, by George Ryga. It was relatively difficult and appeared as follows:

33. The factor that has been MOST important in Old Lepa's life is his

- A. love for the land
- B. need for affection
- C. admiration of his son
- D. relationship with his sister

Thirty-nine per cent of the students chose alternative A, which is the keyed answer; 21% chose alternative B; 32% chose alternative C; and 8% chose alternative D. The text of the excerpt indicates that Old Lepa has a considerable affection for the land. The major conflict implied in the excerpt is between Old Lepa's desire to remain on the land and his son Stephen's desire to have him move to town. Old Lepa himself demonstrates his love for the land in lines 43 to 45 when he says "I should tell him maybe how the fields look in the setting sun...black trees holding up the sky, and between them and me, all them fields of yellow wheat glowing in a holy fire!" And when the recorded voice of Stephen states "Look -- you've sold the land, so why hang on to this house and garden? Where are your neighbors now? In town -- in apartments and rest homes!" (lines 82-84), Old Lepa replies "My boy always had a way with words -- especially when saying stupid things!" (lines 85-86). Old Lepa loves the land and is frustrated by his son's failure to understand this fact.

Question 46, pertaining to an article by Richard A. Blake entitled "Simply Super: A Review of Superman," also proved to be relatively difficult. It appeared on the examination as follows:

46. In lines 85 to 89, the writer suggests that the Superman story is popular because it

- A. teaches the value of innocence
- B. satisfies our need for amusement
- C. reflects the cynicism of our age
- D. challenges the reader's imagination

Six per cent of the students chose alternative A; 31% chose alternative B, which is the keyed answer; 35% chose alternative C; and 28% chose alternative D. Lines 85 to 89 of the text state:

Jackie Hudson knew the secret. He knew that his comic book was a valuable piece of property and he made his customers pay for it. He did not have to speculate on America's search for a hero or the age of cynicism that trivializes the heroic. No, he knew a good comic book when he saw one.

Implied in this paragraph is the idea that the Superman story (the "good comic book") is popular ("a valuable piece of property") because it is entertaining -- it satisfies our need for amusement. Its owner, Jackie Hudson, is an intelligent enough young entrepreneur to recognize this fact, and does not have to speculate about any present "age of cynicism" or "search for a hero."

Question 48, also pertaining to the article by Richard A. Blake, was deleted from Part B: Reading (Multiple Choice) before students' marks were calculated. Question 48 appeared on the examination as follows:

48. The writer's attitude toward the movie *Superman* is

- A. sentimental
- B. favorable
- C. skeptical
- D. critical

Although this question was only slightly more difficult than average, with 53% of the students choosing the keyed answer (alternative B) as the correct answer, close examination of the item statistics, and of the question itself, revealed that the question contained two right answers. The following lines from the article indicate that both alternative A and alternative B are correct answers:

[The movie] opens with a small-screen image of an old comic book and as the pages turn and lumps of nostalgia rise in the throats of the pre-Beatles generation, the screen grows wider and the sound rises for what must be the longest and loudest set of credits in motion picture history. The audience is whisked away from its old comic book memories through the galaxies in a journey comparable to *2001: A Space Odyssey*. It turns out to be a joyride from start to finish.

The writer states that "lumps of nostalgia rise in the throats of the pre-Beatles generation" during the initial part of the movie. This suggests that his attitude is, in part, "sentimental" -- alternative A. He goes on to state that the movie "turns out to be a joyride from start to finish." This indicates that his attitude toward the movie is "favorable" -- alternative B. Question 48 was deleted because of the two acceptable answers.

Question 54 was another question that proved to be slightly more difficult than average. It pertained to a set of materials on planning a move, and appeared on the examination as follows:

54. Assuming that Robin wants to establish financial independence, which of the following sections of Robin's budget would MOST PROBABLY be dropped if an emergency were to arise?

- A. laundry, medicine, and gifts
- B. money to Dad to repay loan
- C. clothing
- D. rent

Twelve per cent of the students chose alternative A; 31% chose alternative B; 54% chose alternative C, which is the keyed answer; and 3% chose alternative D. This question was designed to elicit evaluation skills and calls for a judgment to be made on the part of the student. The majority of the students determined that the least essential element in the budget would be new clothing. Also, this question discriminated relatively well, with 66% of the high-achieving group answering correctly and only 41% of the low-achieving group answering correctly.

Some of the questions on Part B were easy, with more than 90% of the students answering correctly. These questions were retained because they discriminated appropriately between high and low achievers, and because they have curricular validity. Question 56 is a typical representative of this group of easy questions.* It pertained also to the set of materials on planning a move, and appeared on the examination as follows:

56. Sandy and Tracy will be a help to Robin because they

- A. know Nalwen well
- B. have an automobile
- C. are expert swimmers
- D. can lend Robin money

Ninety-five per cent of the students chose alternative A, which is the keyed answer; 2% chose alternative B; 1% chose alternative C; and 2% chose alternative D. In order to answer question 56, students had to reread one of the pieces of information provided.

*Other questions answered correctly by more than 90% of the students were questions 1, 40, 49, and 51.

Summary of Observations

Total Examination

Achievement on the English 33 Diploma Examination was generally regarded as acceptable by teachers involved in the examination development and marking processes. The examination mean was 63.7%. The fact that only 10.1% of the students writing the examination scored less than 50% suggests that students are successfully learning those concepts and skills covered by the English 33 Diploma Examination. It should be noted, however, that there were few high achievers on this particular examination. Only 5.8% of the students scored 80% or better.

Part A: Written Response

Students responded well to the writing assignments, often with fresh and creative ideas. On Section I: Personal Response to Literature, the vast majority of students (81.4% to 89.7%) scored Adequate or better depending upon the reporting category being examined. On Section II: Functional Writing, again the majority of students (77.5% to 85.3%) scored Adequate or better depending upon the reporting category being examined. On Section III: Critical Response to Literature, students scored well on Thought and Detail, with 25.2% to 51.0% receiving full marks depending on the question being addressed. Students also scored well on Writing Skills (Matters of Convention), with 84.3% scoring Adequate or better. Overall, students performed about as well as was expected on the written section of the English 33 Diploma Examination.

Part B: Reading (Multiple Choice)

Achievement on Part B: Reading (Multiple Choice) was also about as well as was expected. The overall mean on Part B: Reading (Multiple Choice) was 32.0 marks out of 50. This is an acceptable standard of achievement.

APPENDIX A
ENGLISH 33 WRITTEN-RESPONSE SCORING GUIDE

Scoring Guide for Section I: Personal Response to Literature

Thought and Detail (Curriculum Concepts 1, 3, 4, 6, 7, 8, 9, 12)

- 5 PROFICIENT writing presents a situation that has been effectively established. Precise details about actions and/or characters are deliberately chosen and add clarity. Retrospection is insightful and mature.
- 4 CAPABLE writing presents a situation that has been clearly and appropriately established. Specific details about actions and/or characters are well-defined and plausible. Retrospection is perceptive.
- 3 ADEQUATE writing presents a situation that has been clearly established. Details about actions and/or characters are clear but tend to be general. Retrospection is conventional but is clearly stated or clearly implied.
- 2 LIMITED writing presents a situation that has been vaguely established. Inappropriate or unclear details about actions and/or characters are haphazardly chosen. Retrospection is obscure or uncertain.
- 1 POOR writing presents an inappropriate or incomprehensible situation. Details about actions and/or characters are unclear, irrelevant, or absent. Retrospection is not present or is confusing.
- 0 INSUFFICIENT writing is writing in which no attempt has been made to respond to the assignment as stated, or is writing that is so deficient in length that it is not possible to assess thought and detail.

Organization (Curriculum Concepts 2, 3, 4)

- 5 PROFICIENT writing presents an introduction designed to promote further reading. The middle is developed so that sentences flow smoothly and coherently to an appropriate and effective conclusion.
- 4 CAPABLE writing presents an effective introduction. The middle is developed so that sentences are coherently related. The conclusion is appropriate.
- 3 ADEQUATE writing presents a functional introduction, a middle, and a conclusion. Sentences are generally related, but coherence falters on occasion.
- 2 LIMITED writing lacks either an introduction or a conclusion. Relationships among sentences are frequently unclear.
- 1 POOR writing lacks an introduction, a conclusion, and coherence.
- 0 INSUFFICIENT writing is writing that has been awarded a zero for thought and detail.

Continued

Scoring Guide for Section I (continued)

Matters of Choice (Curriculum Concept 3)

- 5 PROFICIENT writing presents a selection and use of words and structures that is accurate and generally effective. Words are correctly used, and many sentences have been deliberately structured for consistent effect.
- 4 CAPABLE writing presents a selection and use of words and structures that is generally accurate and frequently effective. Words are seldom misused, and, on occasion, a sentence has been deliberately structured for effect.
- 3 ADEQUATE writing presents a selection and use of words and structures that is generally accurate and occasionally effective. Most words and structures are used correctly, but attempts to structure sentences for effect are rare.
- 2 LIMITED writing presents a selection and use of words and structures that is frequently inaccurate and ineffective. Many words and structures are misused. No attempt is made to use sentence structure for effect.
- 1 POOR writing presents a selection and use of words and structures that is generally inaccurate and ineffective. Words and structures are misused to such an extent that clarity suffers.
- 0 INSUFFICIENT writing is writing that has been awarded a zero for thought and detail.

Matters of Convention (Curriculum Concept 3)

- 5 PROFICIENT writing is essentially free from errors of spelling, punctuation, and grammar. Errors that are present do not reduce the communicative power of the composition.
- 4 CAPABLE writing has occasional errors of spelling, punctuation, and grammar. These errors seldom impede the communicative power of the composition.
- 3 ADEQUATE writing has several errors of spelling, punctuation, and grammar. These errors occasionally impede the communicative power of the composition.
- 2 LIMITED writing has frequent errors of spelling, punctuation, and grammar. These errors often impede the communicative power of the composition.
- 1 POOR writing has errors of spelling, punctuation, and grammar that are both noticeable and jarring. These errors severely impede the communicative power of the composition.
- 0 INSUFFICIENT writing is writing that has been awarded a zero for thought and detail.

Scoring Guide for Section II: Functional Writing

Thought and Detail (Curriculum Concepts 1, 3, 4, 5)

- 5 PROFICIENT writing presents accurate and precise information enhanced by interesting and imaginative details that effectively fulfil the purpose.
- 4 CAPABLE writing presents accurate information substantiated by interesting and well-defined details that efficiently fulfil the purpose.
- 3 ADEQUATE writing presents essential information supported by sufficient detail to fulfil the purpose.
- 2 LIMITED writing lacks essential information. Supporting details are scant and haphazard so that the purpose is only partially fulfilled.
- 1 POOR writing lacks essential information and supporting details. The purpose is not fulfilled.
- 0 INSUFFICIENT writing is writing in which no attempt has been made to respond to the assignment as stated, or is writing that is so deficient in length that it is not possible to assess thought and detail.

Writing Skills:

Matters of Choice (Curriculum Concept 2, 3, 4, 5)

- 5 PROFICIENT writing presents a selection and use of words and structures that is accurate and generally effective. Words are correctly used, and many sentences have been deliberately structured for consistent effect.
- 4 CAPABLE writing presents a selection and use of words and structures that is generally accurate and frequently effective. Words are seldom misused, and, on occasion, a sentence has been deliberately structured for effect.
- 3 ADEQUATE writing presents a selection and use of words and structures that is generally accurate and occasionally effective. Most words and structures are used correctly, but attempts to structure sentences for effect are rare.
- 2 LIMITED writing presents a selection and use of words and structures that is frequently inaccurate and ineffective. Many words and structures are misused. No attempt is made to use sentence structure for effect.
- 1 POOR writing presents a selection and use of words and structures that is generally inaccurate and ineffective. Words and structures are misused to such an extent that clarity suffers.
- 0 INSUFFICIENT writing is writing that has been awarded a zero for thought and detail.

Continued

Scoring Guide for Section II (continued)

Matters of Convention (Curriculum Concept 3, 4, 5)

- 5 PROFICIENT writing is essentially free from errors of spelling, punctuation, and grammar. Errors that are present do not reduce the communicative power of the composition.
- 4 CAPABLE writing has occasional errors of spelling, punctuation, and grammar. These errors seldom impede the communicative power of the composition.
- 3 ADEQUATE writing has several errors of spelling, punctuation, and grammar. These errors occasionally impede the communicative power of the composition.
- 2 LIMITED writing has frequent errors of spelling, punctuation, and grammar. These errors often impede the communicative power of the composition.
- 1 POOR writing has errors of spelling, punctuation, and grammar that are both noticeable and jarring. These errors severely impede the communicative power of the composition.
- 0 INSUFFICIENT writing is writing that has been awarded a zero for thought and detail.

Scoring Guide for Section III: Critical Response to Visual Communication

(Curriculum Concepts 1, 3, 4, 5, 13, 14, 16, 17)

STUDENTS MAY PRESENT IDEAS NOT SUGGESTED BY THE EXAMPLES GIVEN IN THE SCORING GUIDE. THESE SUGGESTIONS ARE NOT EXCLUSIVE. EACH ANSWER IS TO BE JUDGED ON ITS MERIT.

1. State TWO of the father's concerns as revealed by his words and actions. Support EACH statement with a specific detail from the cartoon. Answer in paragraph form.

Thought and detail: Four marks will be awarded for this question: 1 mark for each of the father's concerns (2 marks), and 1 mark for each supporting detail (2 marks).

Possible Answers:

- (1) The father is concerned with appearances, with conforming to the status quo. He is concerned about his family's standing in the community. His initial statement to his son -- "the neighbors are beginning to talk" supports this idea. In frame four of the cartoon the father advises his son not to hate hockey, implying that it is important to have the same likes as other members of the community. He is trying to teach his son about the "importance" of uniformity in the first five frames of the cartoon.
- (2) The father is also genuinely concerned about his son's development. He wants his son to live up to his responsibilities by playing hockey and suggests that "part of being grown up" is "learning to be happy at doing what you don't want to do."
- (3) More immediately, the father is concerned that, because of the non-conformist behavior of his son, the family may have to move from the neighborhood. In the last frame of the cartoon he tells his wife "maybe we won't have to move" -- but the qualification "maybe" suggests uncertainty. This uncertainty is also suggested by similar qualifications in the sixth frame -- "I think I might have brought him around."

NOTE: The depth of the father's concern in all three examples given above is shown by the father's kneeling, by his grasping his son, and by his pleading expression.

- (4) The father is also a husband and is concerned with his wife's feelings. In the last two frames of the cartoon he is trying to be hopeful and comforting - "I think I might have brought him around" and "maybe we won't have to move." He also places his hand on his wife's shoulder in the last frame of the cartoon - a comforting gesture.

Continued

Scoring Guide for Section III (continued)

2. What is the son's attitude toward his father? Refer to TWO specific details in the cartoon that suggest this attitude. Answer in paragraph form.

Thought and Detail: Three marks will be awarded for this question: 1 mark for identifying the son's attitude, and 1 mark for each supporting detail (2 marks).

Possible answers:

- (1) The boy respects his father. He remains facing him throughout, hands at sides perhaps suggesting helplessness. The fact that he gives in despite his dislike of hockey shows that he cares for his father.
 - (2) The boy wishes to be independent of his father. He forcefully reiterates his dislike of hockey (note larger letters: HOCKEY), and looks irritated in frame 3. His eventual agreement is made with obvious reluctance ("I ... I'll try, Dad.").
3. How do you think the mother feels about the situation illustrated in the cartoon? Refer to TWO details in the cartoon to support your view. Answer in paragraph form.

Thought and Detail: Three marks will be awarded for this question: 1 mark for describing a feeling, and 1 mark for each supporting detail (2 marks).

Possible answers:

- (1) The mother shares the father's concerns about conformity and appearances and about the personal development of her son. This is shown in frame 6 by her worried expression and touching her husband's arm, as well as by her question "How did it go?"
- (2) The mother is feeling hopeful about the situation illustrated in the cartoon. In frame 7 she smiles and clasps her hands, suggesting that she is relieved about how things have turned out.

Scoring Guide for Section III (continued)

Writing Skills (Matters of Convention)

- 5 PROFICIENT writing is essentially free from errors of spelling, punctuation, and grammar. Errors that are present do not reduce the communicative power of the composition.
- 4 CAPABLE writing has occasional errors of spelling, punctuation, and grammar. These errors seldom impede the communicative power of the composition.
- 3 ADEQUATE writing has several errors of spelling, punctuation, and grammar. These errors occasionally impede the communicative power of the composition.
- 2 LIMITED writing has frequent errors of spelling, punctuation, and grammar. These errors often impede the communicative power of the composition.
- 1 POOR writing has errors of spelling, punctuation, and grammar that are both noticeable and jarring. These errors severely impede the communicative power of the composition.
- 0 INSUFFICIENT writing is so deficient in length that it is not possible to assess matters of convention.

INDIVIDUAL MARKER PERFORMANCE REPORT
INDIVIDUAL MARKER FINAL PERFORMANCE REPORT - ENGLISH 33

DATE: 17/ 8/84

MARKER : 000

NUMBER OF PAPERS SCORED: 382 AVERAGE FOR ALL MARKERS: 244 AVERAGE FOR ALL MARKERS: 3.7% PERCENT OF PAPERS REQUIRING RESCORING:

3.5%

THE FOLLOWING TABLES WILL ALLOW YOU TO COMPARE THE SCORES YOU HAVE GIVEN TO THE PAPERS YOU HAVE SCORED TO THE AVERAGES FOR ALL PAPERS SCORED. THE FIRST TABLE SHOWS THE FREQUENCY OF PAPERS YOU HAVE SCORED IN PERCENT WITH WHICH YOU AWARDED SCORES IN EACH CATEGORY FOR EACH MARKING SCALE, AND THE PERCENTAGE OF ALL SCORES FROM ALL MARKERS FOR THE SAME CATEGORY OF PAPERS THAT WAS MARKED BY EACH MARKER, SOME VARIATION IS EXPECTED.

SCALE BY SCALE CATEGORY FREQUENCIES IN PERCENT

SCALE NAME	0	1	2	3	4	5
PERSONAL RESPONSE THOUGHT AND DETAIL	1.1	2.3	17.8	51.5	23.6	3.7
ORGANIZATION	1.0	1.8	19.1	44.7	34.5	3.8
MATTERS OF CHOICE	1.0	1.5	14.0	32.2	37.1	3.6
MATTERS OF CONVENTION	1.0	1.5	14.3	32.3	37.3	3.5
FUNCTIONAL WRITING THOUGHT AND DETAIL	0.6	1.9	23.4	46.3	24.2	3.6
MATTERS OF CHOICE	0.5	1.9	16.0	41.4	40.6	3.5
MATTERS OF CONVENTION	0.5	0.8	19.9	43.5	21.8	3.4
WRITING SKILLS	0.5	0.3	15.4	42.2	31.1	3.8

Critical Response

Critical Quest. 1

Critical Quest. 2

Critical Quest. 3

Writing Skills

THE SECOND TABLE INDICATES THE AMOUNT AND DIRECTION OF VARIATIONS FROM THE FINAL SCORE ASSIGNED TO A PAPER ON EACH SCALE. ON THIS TABLE, MARKS ARE COMPARED TO OTHER MARKS ON THE SAME SCALE. A NEGATIVE DISCREPACY IS A SCORE BELOW THE FINAL SCORE.

SCALE BY SCALE FREQUENCIES OF MARKER VARIATION FROM FINAL SCORE IN PERCENT

SCALE NAME	-5	-4	-3	-2	-1	0	1	2	3	4	5
PERSONAL RESPONSE THOUGHT AND DETAIL	0.0	0.0	0.1	1.1	13.3	70.9	13.7	1.0	0.0	0.0	0.0
ORGANIZATION	0.0	0.0	0.0	0.1	16.5	72.3	14.0	0.0	0.0	0.0	0.0
MATTERS OF CHOICE	0.0	0.0	0.0	0.1	10.5	71.8	14.2	0.0	0.0	0.0	0.0
MATTERS OF CONVENTION	0.0	0.0	0.0	0.1	10.3	72.2	14.3	0.0	0.0	0.0	0.0
FUNCTIONAL WRITING THOUGHT AND DETAIL	0.0	0.0	0.0	0.1	10.4	68.9	21.1	0.0	0.0	0.0	0.0
MATTERS OF CHOICE	0.0	0.0	0.0	0.1	10.4	68.9	21.1	0.0	0.0	0.0	0.0
MATTERS OF CONVENTION	0.0	0.0	0.0	0.1	10.8	69.9	21.7	0.5	0.0	0.0	0.0
Critical Response	0.0	0.0	0.3	4.4	10.9	70.8	9.9	3.6	0.1	0.0	0.0
Critical Quest. 1	0.0	0.0	1.8	11.3	67.9	14.7	0.0	0.0	0.0	0.0	0.0
Critical Quest. 2	0.0	0.0	1.0	11.3	71.2	16.5	0.0	0.0	0.0	0.0	0.0
Critical Quest. 3	0.0	0.0	1.0	11.3	71.2	16.5	0.0	0.0	0.0	0.0	0.0
Writing Skills	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

*NOTE: ZERO SCORES INCLUDE BLANKS, NO RESPONSE, AND INSUFFICIENT RANKINGS.

PERSONAL RESPONSE THOUGHT AND DETAIL	ALL MARKERS	1.1	2.3	17.8	51.5	23.6	3.7
ORGANIZATION	MARKER 113	1.0	1.8	19.1	44.7	34.5	3.8
MATTERS OF CHOICE	MARKER 113	1.0	1.5	14.0	32.2	37.1	3.6
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